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School  
District 42

Maple Ridge - Pitt Meadows

# Memorandum

TO: Secondary Principals  
Darren Rowell  
Norma Mason  
M.R.T.A.

FROM: Joanne Rowen  
Director of Instruction

Cc: James Best / Jill Watson (North Vancouver School District)

RE: Board / Authority Authorized Course  
"Applications for Learning 10/11/12"

DATE: April 15, 2008

The Board has approved "Applications for Learning 10/11/12" as a Board/Authority Authorized Course for use in all secondary schools in School District No. 42 (Maple Ridge - Pitt Meadows).

JR: tb

Attachment

Maple Ridge - Pitt Meadows School District (#42)  
22225 Brown Avenue,  
Maple Ridge, BC V2X 8N6

**BAA Course Description**

Course Name:	Applications for Learning	Principal:	All Secondary Principals
Date Developed:	March, 2006	Grade Level of Course:	10
School:	All Secondary Schools in SD 42	# of Hours of Instruction:	100
Number of Course Credits:	4	Developed By:	James Best/Jill Watson from N. Van. School District
Developed By:	James Best/Jill Watson from N. Van. School District	Reviewed by:	

**Course Synopsis/Description:**

- Receive instruction in study skills, organization & time management strategies
- Receive assistance in utilizing these study skills strategies as they apply to everyday work from the regular classroom
- Receive instruction in strategies for personal development of skills in areas of learning that are of concern for the LD student
- Receive assistance utilizing these strategies
- Prepare for the writing of provincial examinations
- Work both independently and cooperatively with all staff, peer tutors, students
- Recognize their unique learning style and how to "tap" into it
- Develop social relationships with "regular population" students
- Be assessed periodically to determine gains in use of learning strategies in such areas as spelling, numeracy, reading comprehension and word identification
- Receive effective monitoring and support for the "learning strategies" goals in the Individual Education Plan

**Rationale:**

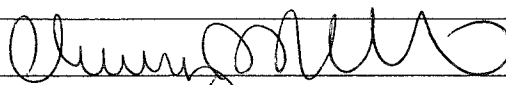
This course was originally developed by teachers in the North Vancouver School District, as a Board Authority/Authorized course in 2006. The course was approved by the North Vancouver School Board and has subsequently been approved and given a course code by the Ministry of Education (course code YAPLN 10). We have adapted their organizational structure, instructional component, and assessment component to suit our own district's needs.

This course is for students with learning difficulties or identified learning disabilities, students having difficulty learning content, students who need support for their work and students who have been recommended through the School Based Resource Team and/or Counsellor. This course has been designed to help meet the learning needs & the emotional needs of students with learning difficulties, chronic health issues, physical disabilities, & identified learning disabilities. Skills including self-awareness, self-advocacy, and self-determination will also be taught and discussed. It provides direct instruction in effective learning skills and strategies that are needed to become self aware, independent, successful learners.

The primary focus for students taking this course at the grade 10 level will be on more intense instruction in various organizational and study skill techniques, support with strategies and skills implementation, assistance with fostering social relationships, test taking skills & and consistent use of test taking strategies. The students will be closely monitored for skills development in the areas of binder organization, planner use, and homework completion. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning & and independence.

Approved

Not Approved/Comment: \_\_\_\_\_

Board Authority Signature Approval: 

Board Authority Approval Date: APRIL 10, 08

**Prerequisites:**

Learning Resource student as identified by the School Based Resource Team / Student Support Services (Psycho-educational testing (or pending), achievement testing, establishing the existence of a learning disability).

**Special Training:**

Staff should be familiar with the Ministry of Education Special Education policies, secondary school curriculum and be Special Education trained or have several years of experience working with Learning Disabled students.

**Facilities Required:**

A classroom setting conducive to small group learning & instruction.

**Equipment Required:**

Computers, scanners, printer, computer technology products (input devices / switches, augmentative communication devices, speech recognition/voice controlled systems) & software.

**Organizational Structure: (units, topics, modules)**

Unit/Topic	Title	Time
Unit 1: Organizational Skills	Planning to Plan	20 hours
Unit 2: Strategies, Tactics, Skills as Applied to Learning Tasks	Instructional Intelligence: Building a Repertoire	60 hours
Unit 3: Learning Styles and Study Skills	Know yourself and how to study	10 hours
Unit 4: Cooperative Learning	Learning to share and work together	10 hours
	Total Hours	100 hours

**Unit/Topic/Module Descriptions: (a short description and the curriculum organizers and learning outcomes of each unit/topic/module)****Unit 1: Curriculum Organizers and Learning Outcomes****Planning to Plan**

*It is expected that students will:*

- Apply the requirement for perfect/near-perfect attendance understanding that 80% of success is "just showing up"
- Maintain appropriate record-keeping tools – Daily Planner or Agenda – to accurately record homework from each class with specific details
- Utilize LC Daily Log – to set goals for the learning strategies classroom sessions in the Learning Center and evaluate their progress daily
- Keep binders and instructional material organized
- Demonstrate appropriate work readiness and time management in the learning center class
- Utilize various study skills as presented in class (eg. How to study, textbook use, dictionary use)

## **Unit 2: Curriculum Organizers and Learning Outcomes**

### **Planning to Plan: Building a Repertoire**

*It is expected that students will:*

- Demonstrate the ability to follow daily learning routines
- Develop the necessary vocabulary for success and self-understanding
- Set realistic goals in challenging areas of learning
- Develop proficient reading and reading comprehension skills in affected subject areas
- Develop competent writing skills in affected subject areas
- Draft, edit and produce final copies of written work as necessary

## **Unit 3: Curriculum Organizers and Learning Outcomes**

### **Know yourself and how to study**

*It is expected that students will:*

- Develop an understanding of and describe their learning disability
- Describe how their disability affects their learning
- Use appropriate language to describe different learning disabilities
- Use appropriate language to describe their learning profile
- Describe the term "self-advocate"
- Demonstrate the necessary steps to become an effective self-advocate
- Describe their own unique learning style and how best to "tap" into their own mode of learning
- Investigate, with assistance, how best to approach their learning style
- Develop the ability to work independently as well as in a group
- Plan for self advocacy with subject and contact teachers, S.E.A.s, counselors, principals when necessary regarding their learning style
- Gather information about the various study skills and learning strategies available
- Utilize these study skills and learning strategies in regular classrooms as well as the learning strategies classroom
- Describe the difference between being assisted as a student and being "enabled" as a student and not expect anyone to do their work for them
- Participate in setting personal goals and objectives in their I.E.P.

## **Unit 4: Curriculum Organizers and Learning Outcomes**

### **Learning to share and work together**

*It is expected that students will:*

- Develop positive personal relationships and cooperative learning opportunities
- Demonstrate appropriate role modeling both in the classroom and outside of the classroom
- Use the appropriate "think-pair-share" reading techniques to aide their reading
- Recognize and plan to read at their reading level and choose appropriate reading material
- Analyze their own progress rate

**Instructional Component:**

- Direct teacher based instruction
- One on one peer and teacher based instruction
- Interactive group work
- Modeling
- Brainstorming
- Video tapes
- Audiotapes
- Computer research
- Computer assisted learning

**Assessment Component:**

Type of Assessment	Category	Details	Weighting %
Formative 50%	Practical Application	Working in LC Classroom, Computer assisted learning, assignments	20
Summative 50%	Record Keeping	Daily Planner, LC Log/Assessments and Tests, social responsibility	80
		<b>TOTAL</b>	<b>100%</b>

PERFORMANCE METHODS	PERSONAL COMMUNICATION	OTHER
- subject teacher/teacher assistant anecdotal input	- cooperative/group work in LC class	- assessments on interim/report card dates (3 times a year)
- participation in LC class	- independent work abilities	- assessment of success of application of study skills
- assignment/test completion	- Daily Planner/LC Daily Log self-assessment	- thoroughness of record keeping
- completion of daily planner	- checked by teacher or assistant	

**Assessment details**

Student evaluation includes self assessment & teacher assessments of:

- in class acquisition & use of organizational & learning skills
- application of skills & strategies in daily work & tests
- application of skills & strategies in other subject areas
- self monitoring of skills & strategies
- self-advocacy

**Assessment methods**

- teacher observation
- student reports
- student conferences
- feedback of demonstrated self advocacy
- checklists
- rubrics
- rating scales
- teacher logs
- agenda, binder, homework

**Learning Resources:**

- Subject textbooks (eg. Socials, English, novels etc.)
- Video and audio-tapes related to subject curriculum
- Daily planner
- Riverdeep Software
- Kurzweil Software
- Inspiration Software

**Additional Information:**

**Maple Ridge - Pitt Meadows School District (#42) BAA Course Description**

22225 Brown Avenue,  
Maple Ridge, BC V2X 8N6

Course Name:	Applications for Learning	Principal:	All secondary principals
Date Developed:	March, 2006	Grade Level of Course:	11
School:	All Secondary Schools in S.D. 42	# of Hours of Instruction:	100
Number of Course Credits:	4	Developed By:	James Best/Jill Watson
Developed By:	James Best/Jill Watson	Reviewed by:	

**Course Synopsis/Description:**

- Receive instruction and review of study skills, organization & time management strategies
- Receive support to utilize and apply these study skills strategies as they apply to everyday work from the regular classroom
- Receive instruction in strategies for personal development of skills in areas of learning that are of concern for the LD student
- Receive assistance utilizing these remediation strategies
- Review of study skills to prepare for the writing of provincial examinations
- Provide opportunities to work both independently and cooperatively with staff, peer tutors, & other students
- Review and extend their understanding of their unique learning style and how to use their strengths
- Learn how to develop social relationships with "regular population" students
- Participate in the monitoring and evaluation of their academic gains from learning strategies instruction in the areas of spelling, numeracy, reading comprehension and word identification
- Be participants in goal setting and IEP planning
- Receive requested support to meet individual learning needs

**Rationale:**

This course was originally developed by teachers in the North Vancouver School District, as a Board Authority/Authorized course in 2006. The course was approved by the North Vancouver School Board and has subsequently been approved and given a course code by the Ministry of Education (course code YAPLN 11). We have adapted their organizational structure, instructional component, and assessment component to suit our own district's needs.

This course is for students with learning difficulties or identified learning disabilities, students having difficulty learning course content, students who need support with their course work and students who have been recommended through the School Based Resource Team and/or Counsellor. This course has been designed to help meet the learning needs & emotional needs of students with learning difficulties, chronic health issues, physical disabilities, & identified learning disabilities. Issues including self-advocacy and self-determination will also be discussed. It provides direct instruction in effective learning skills and strategies that are needed to become independent, successful learners.

The primary focus for students taking this course at the grade 11 level, will be on improving understanding and acceptance of self and others; demonstrating more independence in their use of these skills, as well as starting to focus more on personal goal setting. A secondary focus of this course is on the problem solving process and application and/or adaptation of specific learning strategies to successfully address the different educational challenges they encounter. Students will receive instruction in various strategies to work both independently and in cooperative learning groups.

Students will be expected to show more effective self-advocacy skills and more independence in accessing any accommodations that they are eligible for on provincial exams. This course provides students with the opportunity to learn life-long strategies to assist with their learning & with their daily life.

Approved

Not Approved/Comment: \_\_\_\_\_

Board Authority Signature Approval: \_\_\_\_\_

Board Authority Approval Date: \_\_\_\_\_

*Cherry Mills*  
APR 11 10, 08



**Prerequisites:**

Learning Resource student as identified by the School Based Resource Team / Student Support Services (Psycho-educational testing (or pending), achievement testing, establishing the existence of a learning disability).

**Special Training:**

Staff should be familiar with the Ministry of Education Special Education policies, secondary school curriculum and be Special Education trained or have several years of experience working with Learning Disabled students.

**Facilities Required:**

A classroom setting conducive to small group learning & instruction.

**Equipment Required:**

Computers, scanners, printer, assistive computer technology products (input devices / switches, augmentative communication devices, speech recognition/voice controlled systems) & software.

**Organizational Structure: (units, topics, modules)**

Unit/Topic	Title	Time
Unit 1 Develop Positive Self Esteem & Self Acceptance	Social Intelligence	20 hours
Unit 2 Learning Strategies,	Instructional Intelligence: Extending the Repertoire	60 hours
Unit 3 Learning Styles and Personal Goal Setting	Achieving your Personal Best	10 hours
Unit 4 Working with others	Team Building & Cooperation	10 hours
	Total Hours	100 hours

**Unit/Topic/Module Descriptions: (a short description and the curriculum organizers and learning outcomes of each unit/topic/module)**

**Unit 1: Curriculum Organizers and Learning Outcomes**

**Social Intelligence**

*It is expected that students will:*

- Identify own personal qualities.
- Identify own strengths & weaknesses.
- Identify & provide appropriate characteristics related to positive self-esteem
- Recognize & respond appropriately to community diversity
- Demonstrate responsibility for their own actions.
- Demonstrate use of a confident voice for self advocacy
- Demonstrate effective interpersonal communication skills
- Demonstrate personal risk-taking and be an active participant in class and during social conversations & interactions.

## **Unit 2: Curriculum Organizers and Learning Outcomes**

### **Instructional Intelligence: Extending the Repertoire**

*It is expected that students will:*

- Demonstrate ownership for their learning and behavior
- Apply self-advocacy in accessing support
- Demonstrate organizational strategies for assignments, ie. (what to do, when to do it, where to do it, identify purpose, know how it will be evaluated)
- Demonstrate learning skills, ie. (study skills, test taking skills, memory strategies, & time management)

## **Unit 3: Overview: Curriculum Organizers and Learning Outcomes**

### **Achieving your Personal Best**

*It is expected that students will:*

- Identify the traits & characteristics that contribute to a successful future.
- Demonstrate the ability to set goals, & identify/acquire the skills to become a positive member of society
- Demonstrate the ability to make positive comments about them self.
- Apply basic problem solving strategies, identify choices for action & their likely consequences, & monitor and evaluate their choices & decisions
- Apply decision-making techniques to obtain the factual information needed to evaluate alternatives.
- Demonstrate the ability to set, monitor, reflect and evaluate their decision-making goals
- Demonstrate understanding of their learning styles through their ability to identify & apply strategies
- Develop and apply strategies to maintain focus & attention
- Demonstrate the ability to work independently & monitor their progress
- Demonstrate self-advocacy of their learning needs
- Demonstrate ability to apply knowledge in new situations
- Participate as an active member of their IEP team

## **Unit 4: Overview: Curriculum Organizers and Learning Outcomes**

### **Team Building & Cooperation**

*It is expected that students will:*

- Demonstrate the ability to share & discuss problems with others
- Demonstrate the use of appropriate body language in social situations
- Demonstrate initiative in interacting with others and help groups establish & reach goals
- Demonstrate appropriate communication skills, ie. (verbal communication, interpreting non-verbal cues, establishing interpersonal relationships)
- Demonstrate the ability to apply positive conflict resolution techniques
- Demonstrate empathy with others
- Demonstrate the ability to listen to others respectfully
- Demonstrate the ability to make meaningful contributions to the learning community

**Instructional Component:**

- Direct instruction
- Effective modeling techniques
- Brainstorming strategies
- Group work and independent work
- Independent research online
- Video tapes
- Audiotapes
- Computer assisted learning through programs such as: Pathfinder, River Deep

**Assessment Component:**

Type of Assessment	Category	Details	Weighting %
Formative 50%	Practical Application	Working in LC Classroom, Computer assisted learning, assignments	20
Summative 50%	Record Keeping	Daily Planner, LC Log/Assessments and Tests, social responsibility	80
		TOTAL	100%

PERFORMANCE METHODS	PERSONAL COMMUNICATION	OTHER
-subject teacher/teacher assistant anecdotal input participation in LC class	-cooperative/group work in LC class -independent work abilities	-assessments on interim/report card dates (3 times a year) -assessment of success of application of study skills
- assignment/test completion	- Daily Planner/LC Daily Log self-assessment	-thoroughness of record keeping
- Daily Planner/LC Log completion	- checked by teacher or assistant	

**Assessment details**

Student evaluation is based on the student meeting the learning outcomes. It is done on an on going basis & includes student & teacher assessments of;

- application of skills & strategies in daily work & tests
- application of skills & strategies in other subject areas
- self monitoring of skills & strategies
- self-advocacy

**Assessment methods**

- teacher observation
- student reports
- student – teacher conferences
- feedback of demonstrated self advocacy
- checklists
- rubrics
- rating scales
- teacher logs
- agenda, binder, homework, etc
- checks

**Learning Resources:**

- Textbooks by subject (eg. Socials, English, novels etc.)
- Video and audio-tapes related to subject curriculum
- Daily planner provided to student
- SuccessMaker Software
- Kurzweil Software
- Inspiration Software
- adapted & modified novels, plays & related materials
- Eaton Coull "Transitions to Post Secondary Learning Self advocacy"
- Learning style inventories
- checklists

**Additional Information:**

**Maple Ridge – Pitt Meadows School District (#42)**

22225 Brown Avenue,  
Maple Ridge, BC V2X 8N6

**BAA Course Description**

<b>Course Name:</b>	Applications for Learning		
<b>Date Developed:</b>	February 2007	<b>Principal:</b>	All secondary Principals
<b>School:</b>	All secondary schools in School District #42	<b>Grade Level of Course:</b>	12
<b>Number of Course Credits:</b>	4	<b># of Hours of Instruction:</b>	100
<b>Developed By:</b>	J. Best H. Peacock J. Watson (from N. Van)		

**Course Synopsis/Description:**

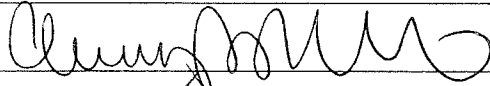
- Identify student's unique learning style and deepening the student's understanding of their role in their own success
- Participate in realistic goal setting and IEP planning
- Receive support to apply self-advocacy skills to meet individual learning needs
- Provide opportunities to work both independently and cooperatively with staff to develop personal problem solving strategies
- Receive instruction and review of study skills, organization & time management strategies
- Receive support to utilize and apply these study skills strategies as they apply to everyday work from the regular classroom
- Receive support to apply strategies in areas of learning specific to the individual student
- Provide opportunities to apply planning, & time management skills to group and individual work
- Receive guidance in applying study skills in preparation for the writing of provincial examinations
- Participate in the monitoring and evaluation of their academic achievement in relationship to their grade point average in formulating post secondary goals
- To receive assistance in accessing adult services and supports in the areas of vocational & academic training, community resources & independent living

**Rationale:**  
 This course was originally developed by teachers in the North Vancouver School District, as a Board Authority/Authorized course in Feb. 2007. The course was approved by the North Vancouver School Board and has subsequently been approved and given a course code by the Ministry of Education (course code YAPLN 12). We have adapted their organizational structure, instructional component, and assessment component to suit our own district's needs.

The primary focus for students taking this course at the grade 12 level, will be on application of skills learned in relation to understanding self and others as they prepare to transition to the community. Students will apply their planning skills, organization skills, career research skills and self understanding to set career goals. Students will also develop an understanding of their rights and responsibilities as individuals with disabilities in their transition to adulthood. Students will be expected to be effective self-advocates and more independent in accessing community supports. This course provides students with the opportunity to learn life-long strategies to assist with their learning & with their daily life.

Approved

Not Approved/Comment: \_\_\_\_\_

Board Authority Signature Approval: 

Board Authority Approval Date: APRIL 10, 08

**Prerequisites:** Learning Resource student as identified by the School Based Resource Team / Student Support Services (Psycho-educational testing (or pending), achievement testing, establishing the existence of a learning disability).

**Special Training:** Staff should be familiar with the Ministry of Education Special Education policies, secondary school curriculum and be Special Education trained or have several years of experience working with Learning Disabled students.

**Facilities Required:** A classroom setting conducive to small group learning & instruction.

**Equipment Required:** Computers, scanners, printer, assistive computer technology products (input devices / switches, augmentative communication devices, speech recognition/voice controlled systems) & software, T.V., and DVD player.

**Organizational Structure: (units, topics, modules)**

Unit/Topic	Title	Time
Unit 1: Knowing yourself / knowing others	Social Intelligence	15 hours
Unit 2: Project Management / Executive Skills	Instructional Intelligence	20 hours
Unit 3: Self Advocacy	Rights & Responsibilities	40 hours
Unit 4: Transition Planning	Actualizing Opportunities	25 hours
	Total Hours	100 hours

**Unit/Topic/Module Descriptions: (a short description and the curriculum organizers and learning outcomes of each unit/topic/module)**

**Unit 1: Overview: Curriculum Organizers and Learning Outcomes:**

**Social Intelligence**

*It is expected that students will:*

- Identify and apply own personal intelligences, personality colours & personality types
- Apply knowledge of personal learning styles and interests to develop a personality profile of strengths & needs
- Demonstrate self-understanding through realistic goal setting and IEP planning
- Identify non-verbal communication cues
- Demonstrate empathetic qualities in dealing with others
- Examine and practice characteristics of resiliency
- Develop and practice skills in coping with frustration and anger
- Demonstrate awareness of the importance of personal responsibility to physical and mental health
- Develop and practice skills tolerance of opinions and ideas of others
- Respond appropriately to non-verbal cues
- Develop and practice skills to address impulsive behaviour
- To ask clarifying questions to ensue social understanding
- To develop strategies to cope with feelings of isolation or being different

## **Unit 2: Overview: Curriculum Organizers and Learning Outcomes:**

### **Instructional Intelligence**

*It is expected that students will:*

- Develop clear short term and long term visions and goals for the future
- Identify and apply their own personal planning strategies
- Demonstrate the effective use of planning strategies and resources
- Evaluate the effectiveness of their planning strategies
- Identify a variety of decision making models
- Evaluate and chose their own decision making model
- Apply and evaluate skillful use of time management strategies
- Identify and practice effective oral presentation skills
- Evaluate effective oral presentation skills
- Monitor and evaluate progress towards their goals
- Demonstrate and practice self advocacy skills

## **Unit 3: Overview: Curriculum Organizers and Learning Outcomes:**

### **Rights & Responsibilities**

*It is expected that students will:*

- Understand and examine the utility of making choices that protect their needs and promote their development
- Identify community & post secondary support agencies and organizations and develop a personal contact list
- Gather information on post secondary supports and services specific to their disability
- Compare and choose the supports that best meets their needs
- Develop and practice a repertoire of problem solving strategies
- Evaluate the use of problem solving strategies in coursework
- Continue to develop, apply and evaluate skills in the area of self advocacy

## **Unit 4: Overview: Curriculum Organizers and Learning Outcomes:**

### **Actualizing Opportunities (putting the plan in place)**

*It is expected that students will:*

- Finalize post secondary plans
- Contact post secondary support personal
- Complete necessary requirements for support and services post secondary
- Apply study and time management skills to preparing for provincial examinations
- Advocate for supports specific to their adjudication
- Build community connections – employment, social network, leisure & recreation pursuits
- Request support and services to meet their needs

**Instructional Component:**

- Direct instruction
- Effective modeling techniques
- Brainstorming strategies
- Group work and individual work
- Independent research online
- Video tapes
- Audio tapes
- Guest speakers
- Post secondary orientation
- Guided practice

**Assessment Component & Types of Assessment****Assessment Component:****Assessment Component:**

Type of Assessment	Category	Details	Weighting %
Formative 50%	Practical Application	Working in LC Classroom, Computer assisted learning, assignments	20
Summative 50%	Record Keeping	Daily Planner, LC Log/Assessments and Tests, social responsibility	80
		TOTAL	100%

**Type of Assessment**

PERFORMANCE METHODS	PERSONAL COMMUNICATION	OTHER
-subject teacher/teacher assistant anecdotal input	-cooperative/group work in LC class	-assessments on interim/report card dates (3 times a year)
-participation in LC class	-independent work abilities	-assessment of success of application of study skills
- assignment/test completion	- Daily Planner/LC Daily Log self-assessment	-thoroughness of record keeping
- Daily Planner/LC Log completion	- checked by teacher or assistant	



### Assessment details

Student evaluation is based on the student meeting the learning outcomes. It is done on an on going basis & includes student & teacher assessments of;

- application of skills & strategies in daily work & tests
- application of skills & strategies in other subject areas
- self monitoring of skills & strategies
- self-advocacy

### **Assessment methods**

- teacher observation
- student reports
- student – teacher conferences
- feedback of demonstrated self advocacy
- checklists
- rubrics
- rating scales
- teacher logs
- agenda, binder, homework, etc
- checks

### **Learning Resources:**

- Textbooks by subject (eg. Socials, English, novels etc.)
- Video and audio-tapes related to subject curriculum
- Daily planner provided to student
- SuccessMaker Software
- Kurzweil Software
- Inspiration Software
- adapted & modified novels, plays & related materials
- Eaton Coull “Transitions to Post Secondary Learning Self advocacy”
- Learning style inventories checklists
- Human Resources and Skills Development Canada